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# The Representation of Disability in the Higher Education Institutions of the Cooperation Council for the Arab States of the Gulf (GCC)

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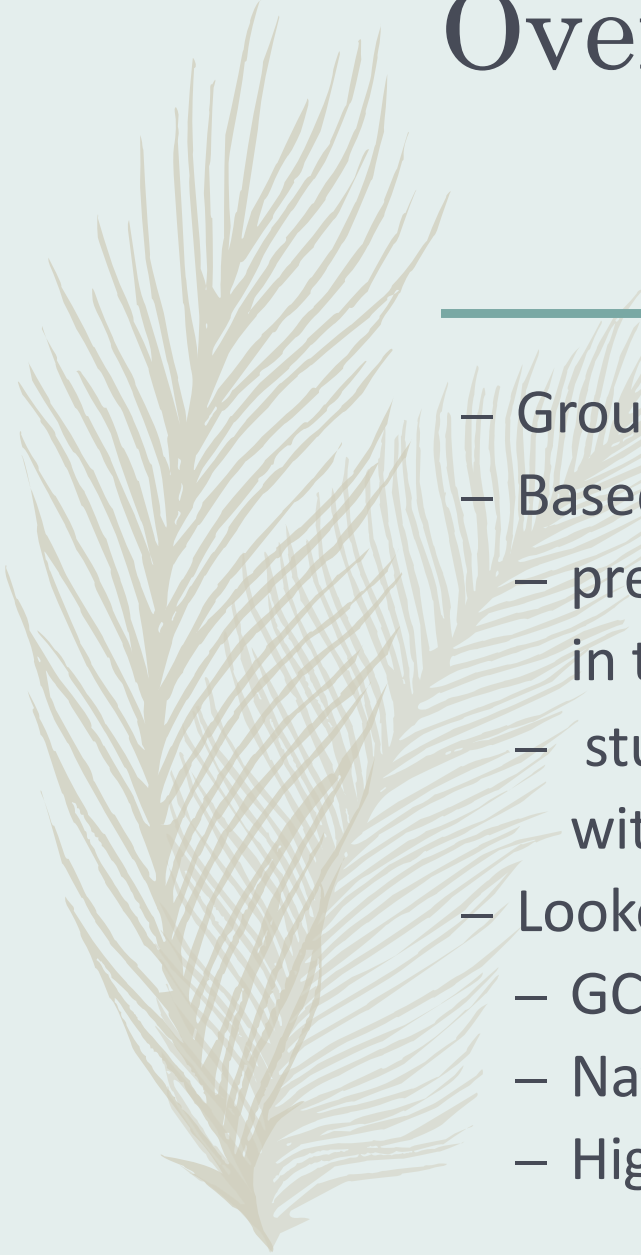
# Overview of the Research

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Grounded methodology study of  
disability in GCC higher education

# Overview of the Study

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- 
- Grounded Methodology (Hayhoe, 2012)
  - Based on:
    - previous grounded methodology study of disability in the GCC as a whole (Hayhoe, 2014)
    - study of support of student with visual impairment with mobile technology (Hayhoe, 2019)
  - Looked at representation in three ways:
    - GCC
    - National Governments
    - Highly ranked universities




# Research Aims

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- The first aim is to discuss the findings of a study using a grounded methodology to interrogate documents and datasets on higher education and disability in the GCC
- The second aim is to contribute to the debate on the economic, social and cultural need to promote inclusion for students and staff with disabilities in GCC higher education

# Why is it Important?

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“Article 27 of the Universal Declaration of Human Rights states that “Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.”” UNESCO (2019)



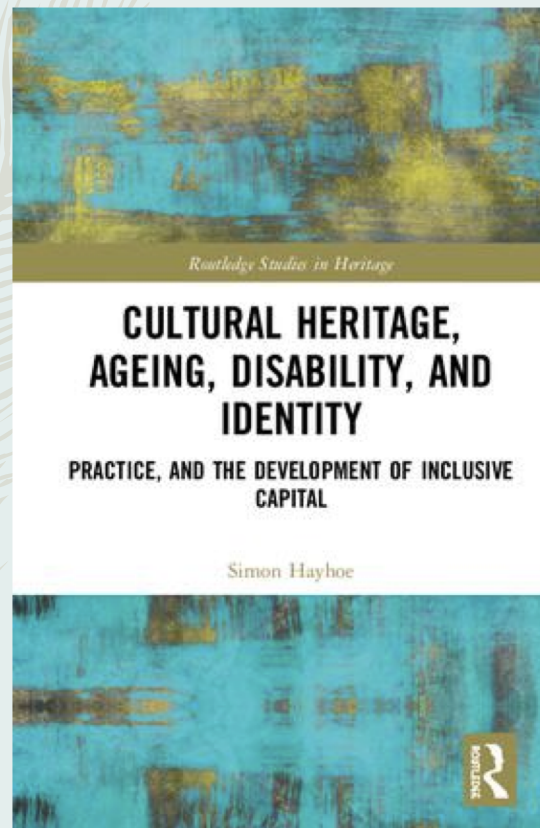
# Human Value and Inclusive Capital

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A model of evaluation and  
analysis

# Inclusive Capital

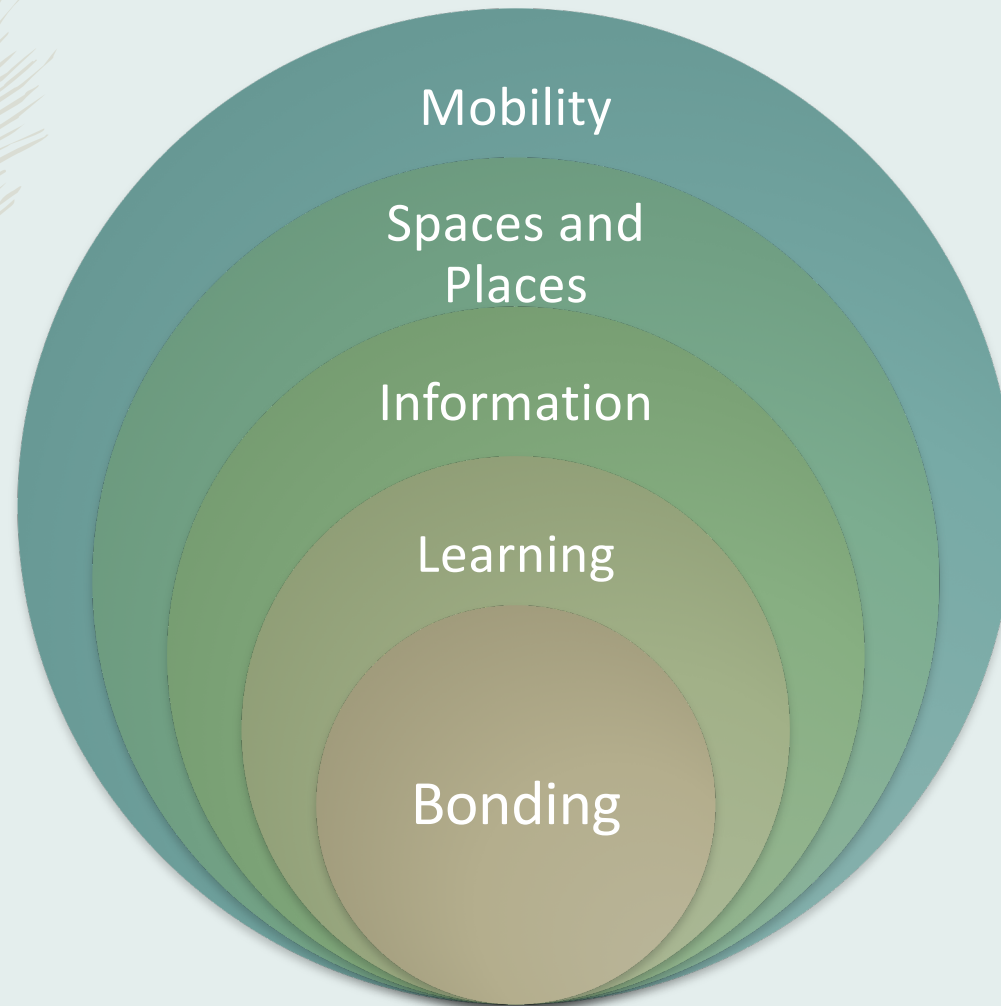
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Hayhoe, S. (2019).  
Cultural Heritage,  
Ageing, Disability, and  
Identity: Practice, and  
the development of  
inclusive capital.  
Abbingdon, UK:  
Routledge.

# Inclusive Capital (Hayhoe, 2017c)

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# Analysis of Representations

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Grounded Methodology

# Research Methodology

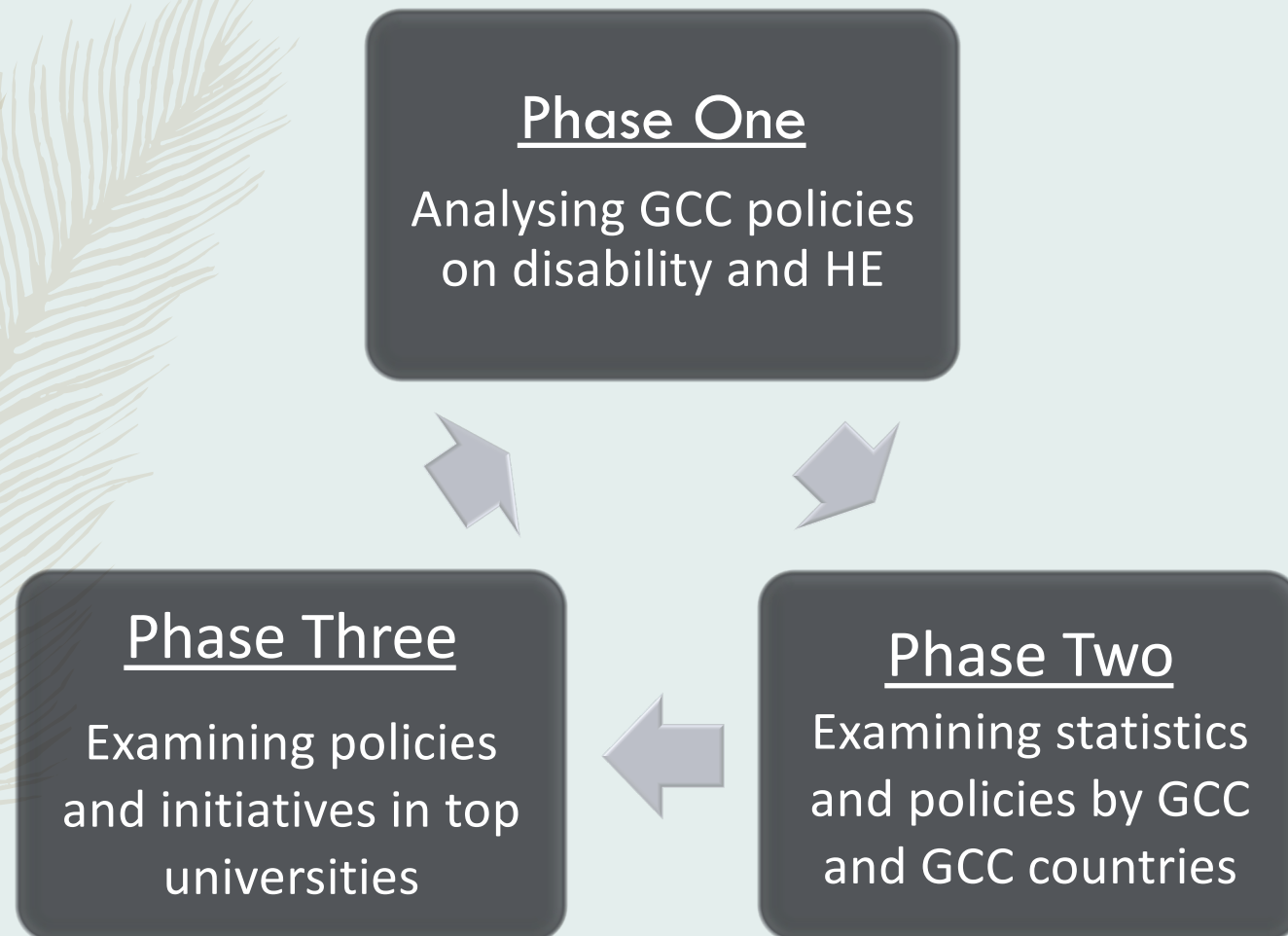


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- Research conducted grounded methodology (GM) (Hayhoe 2012)
- GM designed to develop fields with little epistemological development
- Research conducted in three stages
  - Studying broad policies and available data
  - Categorizing further understanding of representation
  - Looking at a third context of representation
- Generated questions at the end of first stage, then a hypothesis at the end of second stage

# Data Gathering and Analysis in Three Phases

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# Statistical Offices Used in Second Phase

JURISDICTION	STATISTICAL AGENCY
GCC	GCC-STAT
Bahrain	Information and e-Government Authority
Kuwait	Central Statistical Bureau
Oman	National Centre for Statistics and Information
Qatar	Ministry of Development, Planning and Statistics
Saudi Arabia	General Authority for Statistics
United Arab Emirates	Federal Competitiveness and Statistics Authority

# Top GCC Universities Studied – One from each country

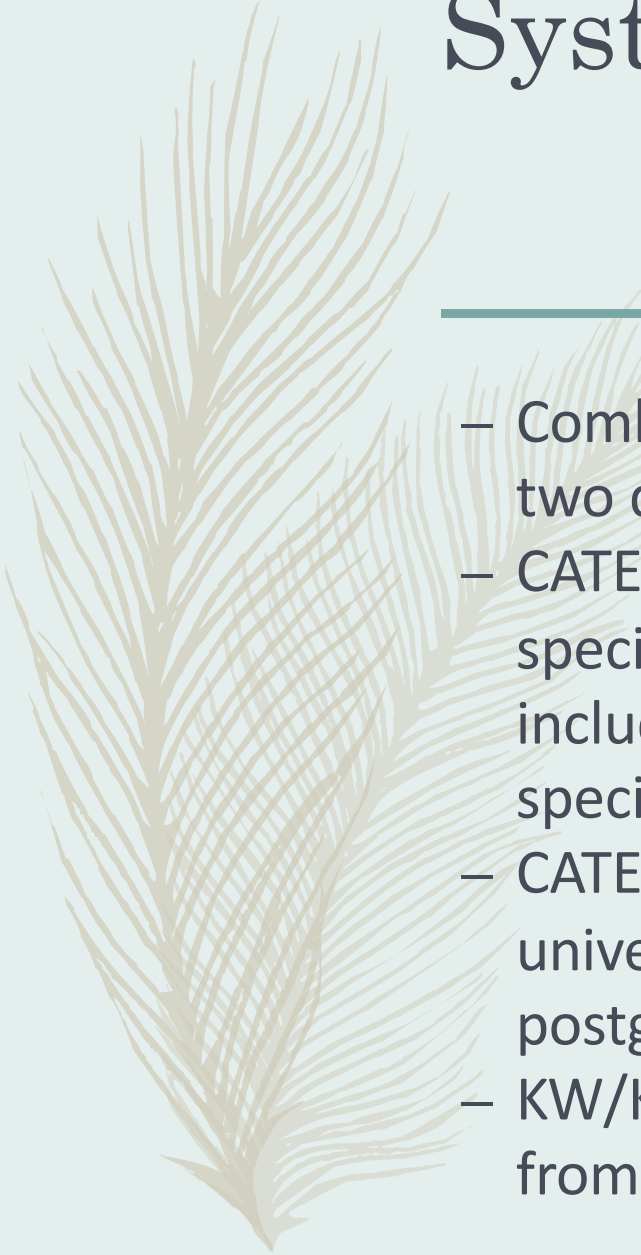
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- University of Bahrain (Bahrain)
  - University of Kuwait (Kuwait)
  - Sultan Qaboos University (Oman)
  - University of Qatar (Qatar)
  - King Fahd University of Petroleum & Minerals (Saudi Arabia)
  - United Arab Emirates University (United Arab Emirates)



# Systematic Search Strategy

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- Combinations of keywords (KW) or key phrases (KP) in two different categories :
  - CATEGORY A KEYWORDS: impairment, disability, special need, handicap (not a favoured term, but included as it may be included in older documents), special needs, disabilities
  - CATEGORY B KEYWORDS: higher education, universities, education, degrees, undergraduate, postgraduate, academia.
  - KW/KP from CATEGORY A combined with each KW/KP from CATEGORY B and separated by Boolean “AND”

The background of the slide is a light blue-grey color with a repeating pattern of stylized tropical leaves. The leaves are dark blue-grey with some lighter, yellowish-green highlights, creating a layered, organic look. In the center of the slide is a white rectangular box with rounded corners and a thin dark border. Inside this box, the title 'Phase One Analysis' is written in a dark serif font. Below the title is a short horizontal line, and further down, the subtitle 'Representation by the GCC Itself' is written in a smaller, dark sans-serif font.

# Phase One Analysis

Representation by the GCC Itself



# Key Observations: 2014 Study

## No Significant New Developments

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- GCC policy development has largely focussed on economics
- Economic development come with large population growth
- 2025 Plan:
  1. Optimal utilization of resources.
  2. Maximum technical capabilities and human capacities
  3. Understanding modern functions of government
  4. Participation of community institutions in development
  5. Developing institutional capacities
  6. Correlations: work, consumption and human resources
  7. Participation of the work force



# Some Overlap With Inclusive Capital: Limited Social Aims

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- A need for networking / bonding
- Sharing information
- Importance of learning
- Four GCC ambitions sign-posted these elements:
  1. recognizing a shared cultural and familial heritage
  2. homogenous economic, business, financial, legal, and administrative information to inform holistic regulation
  3. cross-border scientific and technical research and education in numerous industries
  4. creating research centers, joint ventures, and cooperation within private industry



# Overall Observations & Research Questions

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- Lack of common policy on disability and higher education
  1. only commonality definition of disability
  2. none mention mental health issues as disability
- Less promotion of broader cultural issues and inclusion in higher education
- Two Research Questions
  1. Does the statistical analysis of higher education and disability in the GCC reflect this lack of policy on higher education and disability?
  2. Do the statistics gathered and published by the GCC reflect the five stages of inclusive capital, given its lack of debate on inclusion and disability?



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# Phase Two Analysis

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Representation by GCC Countries

# GCC: No Disability Statistics, Limited Higher Education Statistics

مدرسو التعليم العالي في التعليم الفني والمهني حسب النوع والجنسية  
TEACHERS IN HIGHER - EDUCATION BY GENDER AND NATIONALITY ( TECHNICAL & VOCATIONAL )

Item		المجموع	دولة الكويت	دولة قطر	سلطنة عمان	المملكة العربية السعودية	مملكة البحرين	الإمارات العربية المتحدة	البيان	
		Total	KUWAIT	QATAR	OMAN	K.S.A.	BAHRAIN	U.A.E.		
08/09										٠٩/٠٨
Citizens	Male	862	862	...	...	...	—	...	ذكور	مواطنون
	Female	632	632	...	...	...	—	...	إناث	
	Total	4,867	1,494	...	...	3,373	—	...	المجملة	
Non Citizens	Male	170	170	...	...	...	—	...	ذكور	غير مواطنين
	Female	31	31	...	...	...	—	...	إناث	
	Total	960	201	...	...	759	—	...	المجملة	
Total	Male	1,032	1,032	...	...	...	—	...	ذكور	الإجمالي
	Female	663	663	...	...	...	—	...	إناث	
	Total	7,100	1,695	...	1,273	4,132	—	...	المجملة	
09/10										١٠/٠٩
Citizens	Male	862	862	...	...	...	—	...	ذكور	مواطنون
	Female	632	632	...	...	...	—	...	إناث	
	Total	5,149	1,494	...	...	3,655	—	...	المجملة	
Non Citizens	Male	170	170	...	...	...	—	...	ذكور	غير مواطنين
	Female	31	31	...	...	...	—	...	إناث	
	Total	981	201	...	...	780	—	...	المجملة	
Total	Male	1,032	1,032	...	...	...	—	...	ذكور	الإجمالي
	Female	663	663	...	...	...	—	...	إناث	
	Total	7,416	1,695	...	1,286	4,435	—	...	المجملة	
10/11										١١/١٠
Citizens	Male	987	987	...	...	...	—	...	ذكور	مواطنون
	Female	704	704	...	...	...	—	...	إناث	
	Total	5,346	1,691	...	...	*3,655	—	...	المجملة	
Non Citizens	Male	135	135	...	...	...	—	...	ذكور	غير مواطنين
	Female	35	35	...	...	...	—	...	إناث	
	Total	950	170	...	...	*780	—	...	المجملة	
Total	Male	1,122	1,122	...	...	...	—	...	ذكور	الإجمالي
	Female	739	739	...	...	...	—	...	إناث	
	Total	7,365	1,861	...	1,069	*4,435	—	...	المجملة	




# GCC Countries: Some Diverse Statistics, Both Higher Education and Disability

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- Examples, Qatar and Saudi Arabia publish datasets showing a relationship between disability and higher education
  - show people with disabilities registered for different levels of academic and vocational programs
  - Qatar on types of degree and Saudi Arabia on university attendance alone
- No country mentioned any form of forward planning
- Mapped to inclusive capital
  - **Positive:** Only certain elements of learning cited
  - **Negative:** Datasets exclude in space & place
    - *emphasis on separate spaces for people with disabilities*

# Hypothesis Generated

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*The GCC as an institution and the governments of its constituent jurisdictions have done little to develop a strategy for inclusion and access to higher education for people with disabilities. Therefore, government-run universities in these jurisdictions will have no co-ordinated, overall direction for inclusion.*

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# Phase Three Analysis

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Representation by GCC  
Universities



Country	Networking	Learning	Information	Space & Place	Mobility
BAHRAIN	None found.	Service centre coordinates peer-volunteers	Careers advise for students with disabilities.	Only concession library	Accessible buses
KUWAIT	Social Security Fund – pays for support	Promote services for specific disabilities exist	Application and registration	None found.	None found.
OMAN	None found	Guidelines for academics <a href="#">[1]</a>	Accessible technologies and an Assistive Technology Lab.	Accommodation adapted	None found.
QATAR	Events to promote access for disabilities	Differentiated learning, supporters and technologies.	Careers advise, newsletter, multi-media, assistive technology laboratory	Discounts at nursery, accessible accommodation and campus	None found.
SAUDI ARABIA	None found	Distance learning, Office of Disability Services.	Documents on nature of disability	None found.	None found.
UNITED ARAB EMIRATES	Assessment and Remedial Unit (ARU)	Sign classes, tutoring, financial aid, counseling, advise teaching staff.	Advice on applications, admissions and services, assistive technology lab.	Accessible accommodation and resource rooms.	Specialist physical orientation for visually impaired.

# Conclusion



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- Hypothesis not supported - GCC doing little at policy level, but local initiatives are partly supporting disabled students – although staff still excluded
- Continued lack of support in part due to and reflected in a lack of disability in GCC documentation
- Few data sets exist that can determine influences on changing demography in GCC jurisdictions
- Few data sets examine pressures of GCC's economy on a lack of education, training and social and financial support for people with disabilities in GCC

# References



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- Hayhoe, S 2019, Cultural Heritage, Ageing, Disability and Identity: Practice, and the development of inclusive capital. Research in Museum Studies, Routledge, Abingdon, U.K.
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